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ABSTRACT

Intended as a guide for educators interested in developing oral communication programs, this booklet contains activities and assessment instruments for use at all grade levels from prekindergarten through senior high school. The first section presents activities designed to develop oral communication skills and check lists to assess those skills. Within this section, the skills are divided into three categories: speaking, listening, and social (the use of spoken language to demonstrate sociocultural courtesies). The second section contains additional assessment instruments designed to measure specific skills such as interviewing, public speaking, and group discussion. The final section provides a list of resources on oral communication assessment. (FL)

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ASSESSING ORAL COMMUNICATION SKILLS

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FOREWORD

The oral communication skills are part of the basic skills all children need to relate effectively to and learn about their world. However, there has been a lack of materials and examples of how oral communication skills development can be assessed, K-12. This publication presents specific oral communication skills with descriptions of assessment activities in all grade level categories. It answers a basic need and offers sample instruments that can further the development of oral communication programs in our schools.

The Illinois State Board of Education is pleased to cooperate with the Illinois Speech and Theatre Association to develop and provide this publication for Illinois educators as a response to the need for educational materials in Oral Communications. Together we formed a special task force to develop materials and to research the needs of oral communication skills. This publication is a portion of a series of materials which has resulted from the task force activities.

Members of the special task force on assessing oral communication skills:

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I would like to thank especially these educators who both conceived of the idea and need for this document and who are offering their services to see that it is implemented successfully in Illinois.

Donald G. Gill
State Superintendent of Education

OVERVIEW

The Illinois State Board of Education has published a booklet called Basic Oral Communication Skills: A Program Sequence for Illinois, which provides general guidelines for sequentially teaching oral communication (talking, listening and responding). The oral communication skills are organized into four categories:

1.0 In order to communicate effectively, children must experience a wide variety of communicative situations.

These include:

- 1.1 Intrapersonal situations (perception, thinking, feeling, self-concept)
- 1.2 Interpersonal situations (conversations, interviews, personal relationships, negotiations)
- 1.3 Group situations (families, friends, committees, clubs)
- 1.4 Public situations (speeches, plays, debates, readings)
- 1.5 Media situations (radio, television, film)

2.0 In order to communicate effectively, children must learn to analyze communicative messages appropriately.

Such analysis should focus upon:

- 2.1 People
- 2.2 Topics
- 2.3 Settings
- 2.4 Purposes

3.0 In order to communicate effectively, children must develop appropriate communication strategies.

These strategies include:

- 3.1 Information gathering
- 3.2 Organization
- 3.3 Language clarity and style
- 3.4 Physical and vocal expression
- 3.5 Feedback

4.0 In order to communicate effectively, children must develop the ability to evaluate messages.

This evaluation usually considers:

4.1 Communication impact

4.2 Evaluative criteria

The oral communication skills booklet presents specific oral communication skills and describes activities by grade level categories.

During the development of this publication, a need was identified for sample methods of assessing oral communication. The Illinois Speech and Theatre Association agreed to assist in developing the assessment measures described in this booklet. This booklet, which is a planning guide for school districts and teachers, outlines the oral communication skills that can be assessed and also includes sample activities where assessment can take place.

ASSESSING ORAL COMMUNICATION

The assessment of oral communication is a difficult task because it depends on several factors. Assessment must take into consideration the purposes and characteristics of the speaker and listener, the subject being discussed, and the situation in which communication occurs. Research in this area reveals the problems associated with assessment. Most assessment tends to be haphazard, cumbersome, and neither valid nor reliable. Generally, the instruments measure attitudes toward communication behaviors, rather than the actual communication behaviors. Also assessment usually is expensive and requires extensive training.

Consideration was given to the complex nature of assessment when developing our assessment techniques. The techniques described in this booklet are designed to be easy for teachers to use since most teachers do not have the background to assess oral communication. The techniques can be used within the existing curriculums and require neither costly equipment purchases nor extensive training. The techniques are specific and descriptive and confirm the existence or nonexistence of a skill. Sample activities also are suggested to give teachers a variety of situations in which assessment can occur.

Format

The assessment booklet is divided into the three following sections. The first section presents the oral communication skills that will be assessed along with selected activities. The skills in the section are taken from the Basic Oral Communication Skills booklet. Although all of the skills from that booklet are not included in this assessment booklet, school districts and teachers should still feel free to assess any other oral skills.

The oral communication skills are divided into three categories:

1. Speaking Skills - using spoken language to send oral messages
2. Listening Skills - using spoken language to hear, understand, and respond to oral messages
3. Social Skills - using spoken language to demonstrate sociocultural courtesies

These skills and activities are categorized into the following grade levels:

Pre-Kindergarten
Kindergarten through Grade Three
Grades Four through Six
Grades Seven through Eight
Grades Nine through Twelve

In the second section, additional assessment instruments are presented. They are designed to assess certain oral skills more specifically. There are assessment instruments for listening, interviewing, group discussion, and public speaking skills. Also, a list of published assessment instruments is included.

In the last section of the booklet, we have identified readings and resources on oral communication assessment that might be helpful to school districts and teachers.

SKILLS CHECKLISTS AND ACTIVITIES

This section is organized by grade levels. It might be useful to check the preceding lists for skills that were focused on at earlier grades.

Using the Checklists

The checklists are designed to allow flexibility to the classroom teacher. They may be used in several ways depending upon the individual curriculum. One method would be to simply check the appropriate box when the skill was assessed. Since these skills will be observed over the course of the school year, using a date in the box would provide for more accurate records. During one two-week period, three or four specific skills might be assessed. Later in the semester a different set of skills could be assessed. For example:

4 - 6 CHECKLIST

SPEAKING SKILLS:	John Bellons	Cathy Durand	George Johns	Mary Williams				
1. Participates in conversations willingly	10/5	10/5	12/3	12/3				
2. Gives clear directions		11/8						
3. Retells both sides of an issue	10/5		12/3	12/3				
4. Reads aloud with sufficient volume, vocal clarity, and vocal expression		2/16	2/16	2/16				
5. Talks in front of audiences with sufficient volume, clarity, and vocal expression		11/8						

Another method might be to use the checklist to record the extent of skill accomplishment. This could be done using a rating system such as:

0 = not observed		✓ = satisfactory
1 = needs work	OR	✓+ = above average
2 = average		✓- = below average
3 = above average		

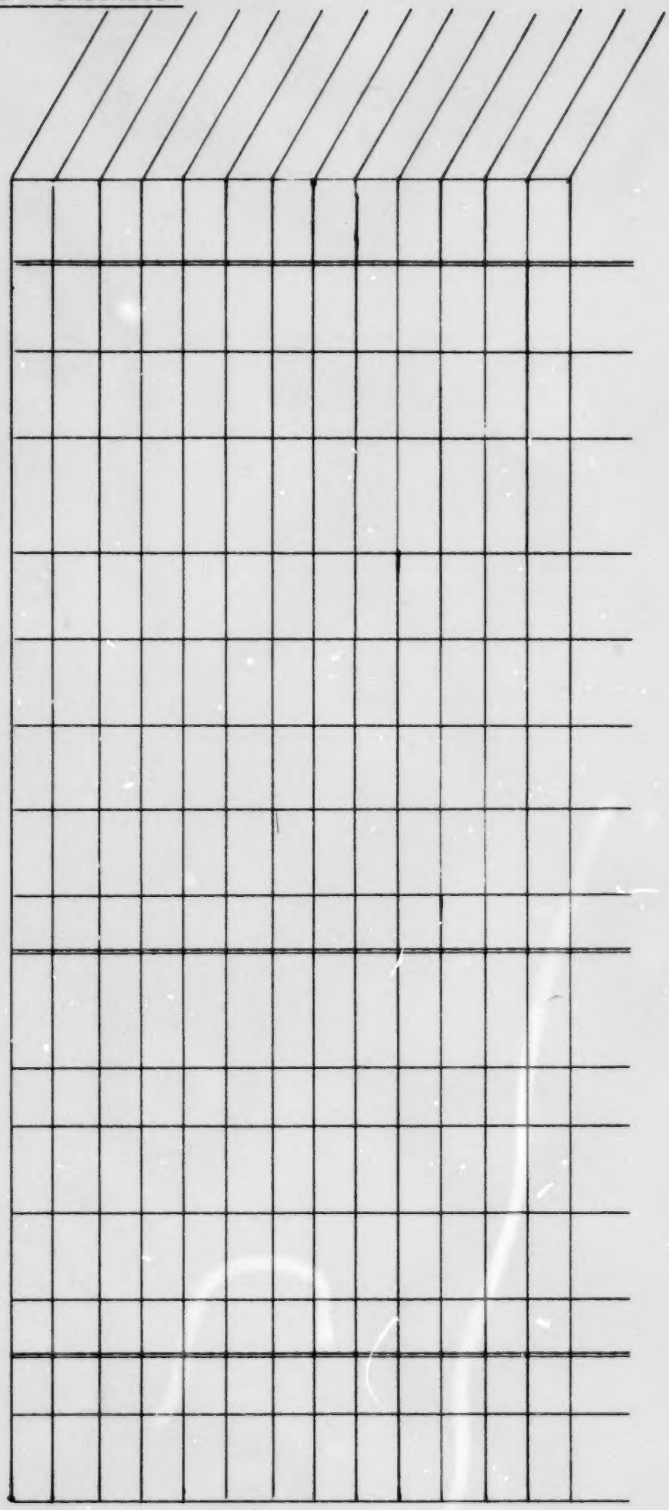
More important than the way the checklist is used is the focus on each of the skills for every student during the school year.

Using the Activities

Following the oral communication skills checklists for each grade level are activities that can be used to assess the various skills. These are general activities that can be adapted to the content and structure of any grade or course. Depending on the level of the class or the students in the class, the expected performance will vary. For example, the organizational skills of freshmen may not be as developed as senior students who have had more instruction. Suitable oral English may be more extensive for sixth graders than fourth graders. However, all students should exhibit some level of proficiency with all skills.

The activities are designed so that several skills can be assessed in one situation. However, it is not necessary to assess all of the skills that are listed in the activity guide at one time. Many of these activities can be adapted to existing classroom assignments. Although the activities are categorized by grade levels, they can easily be modified for any group. It is the purpose of this document to provide a wide variety of types of exercises.

PRE-K CHECKLIST



SPEAKING SKILLS:

1. Uses questions to get needed information
2. Adjusts vocal volume when talking with others
3. Talks about concrete objects and persons in their presence and absence
4. Expresses emotions appropriately
5. Uses vocabulary appropriate for age group
6. Categorizes similar objects and justifies groups
7. Uses prepositions of place (over, under, beside)

LISTENING SKILLS:

1. Identifies source of a variety of noises and sounds
2. Follows simple directions
3. Differentiates between real and unreal
4. Understands vocabulary appropriate to age group

SOCIAL SKILLS:

1. Listens when others talk
2. Gains attention in sociably acceptable ways

SAMPLE ORAL COMMUNICATION ACTIVITIES

GRADE PRE-K

Guessing Game

Skills

- Uses questions to get needed information.
- Talks about concrete objects and persons in their presence and absence.
- Gains attention in socially acceptable ways.

Directions

1. Teacher thinks of an animal (or other, e.g., toy, furniture).
2. Students ask questions to find out what animal (or object) it is.
3. Students should take turns thinking of an animal and sharing their secret with the teacher.

(The questioning game should be played only after students have had an opportunity at guessing an animal or object described by the teacher.

Categorizing

Skills

- Talks about concrete objects and persons in their presence and absence.
- Uses vocabulary appropriate for age group.
- Categorizes similar objects and justifies groups.

Directions

1. Use blocks of different shapes and colors, common objects, e.g., toys, toy food, etc. Use empty boxes for sorting.
2. Provide students with categories according to which they will sort, e.g., red things, circles, things you can eat, things with wheels, vegetables, toys, etc.
3. Next ask students to put things that have the same characteristics into the box.

4. Ask how the things are the same. (You can expect students to "switch" categories while sorting objects that can be classified in many different ways.)

Hidden Objects

Skills

- Uses prepositions.
- Follows simple directions.

Directions

1. Have students find a hidden object by giving directions on how to find it. (Groups of students may give directions as well.) Students should learn to remember three-part directions and be able to follow them without repetition.

Story Completion

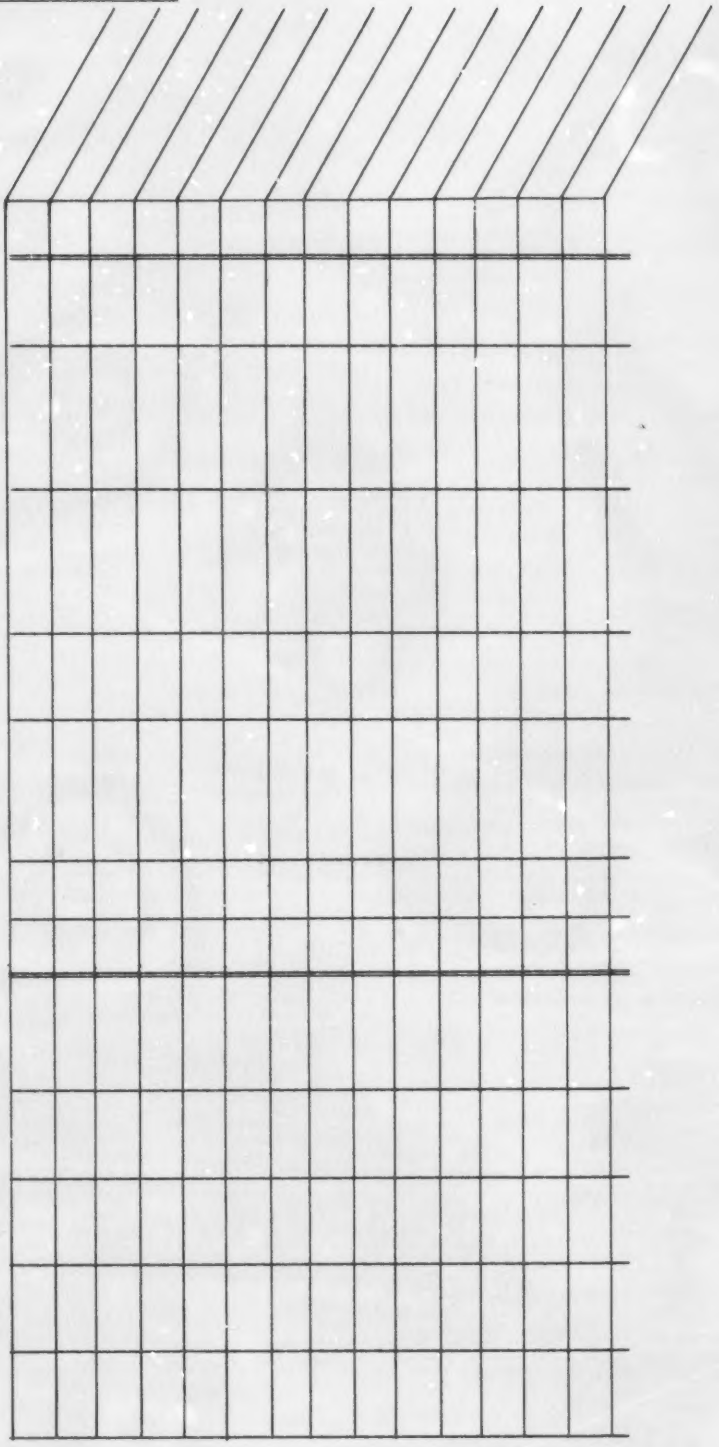
Skills

- Talks about concrete objects and persons in their presence and absence.
- Uses vocabulary appropriate for age group.

Directions

1. Tell students simple stories, known or unknown, or read simple books.
2. Have students make up an end to the story. Vary real and unreal stories and see that the ending matches.
3. Encourage imaginative and fantastic endings for unreal stories, ask "could this really happen" to provide real endings for real stories.

K - 3 CHECKLIST



SPEAKING SKILLS:

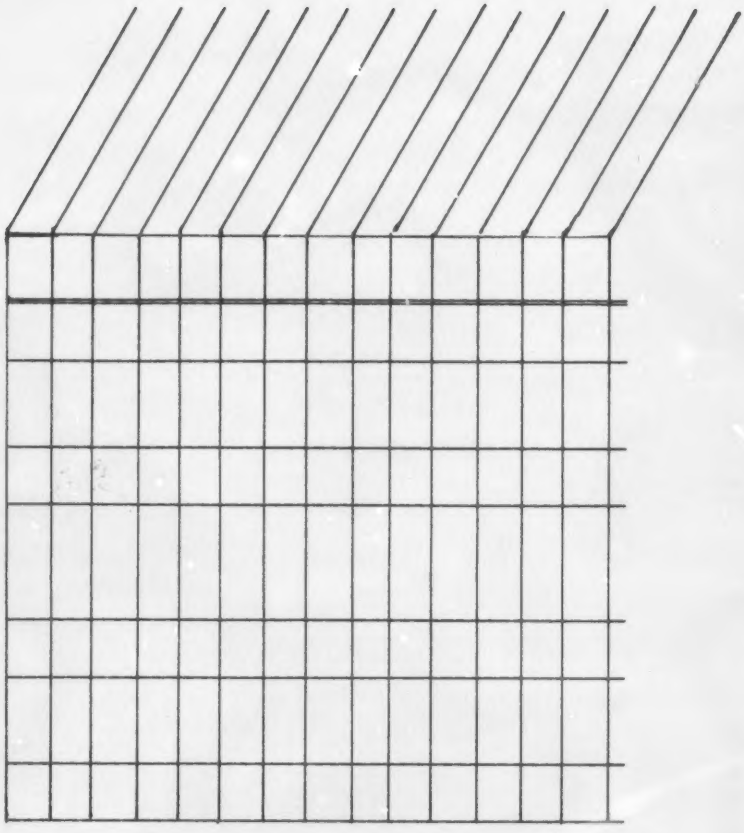
1. Takes part in conversations willingly
2. Talks in front of audiences with sufficient volume, vocal variety, and vocal expression
3. Reads aloud in front of audience with sufficient volume, vocal clarity, and vocal expression
4. Uses oral English suitable for age and situation
5. Provides information with clear purpose, proper sequencing, and appropriate detail
6. Gives clear directions

LISTENING SKILLS:

1. Distinguishes between necessary and unnecessary information
2. Recalls details of oral messages
3. Recalls sequencing of oral messages
4. Recalls main ideas of oral messages
5. Distinguishes between real and unreal

SOCIAL SKILLS:

1. Accepts criticism positively
2. Accepts compliments graciously
3. Introduces people to others
4. Expresses feelings about self and others in socially acceptable ways
5. Cooperates with others
6. Gains attention in socially acceptable ways
7. Introduces self to others



SAMPLE ORAL COMMUNICATION ACTIVITIES

GRADES K - 3

Group Report

Skills

- Talks in front of audience with sufficient volume, vocal variety, and vocal expression.
- Provides information with clear purpose, proper sequencing, and appropriate detail.

Directions

1. Divide the class into small groups.
2. Each group selects a subject area.
3. Students select a topic within the subject area on which to report.
4. Students find information on their topics. This information can be from television, books, magazines, the school librarian, or other adults.
5. Studerts find a visual aid to use.
6. Each presentation should contain at least three points.
7. On appointed day, each group makes its presentation on the subject. (Suggest that one group report each week.)

Responding to Group Reporting

(This activity should follow the Group Report described above.)

Skills

- Recalls details of oral messages.
- Recalls main ideas of oral messages.

Directions

1. Assemble the pictures, models, or toys used in the speaking activity on the floor.
2. A student chooses one object and tells one thing he/she remembers.
3. Student replaces the object and the next student discusses the next object.

4. Continue this activity until all objects are discussed.

5. Have students close their eyes and remove the last object discussed.

6. When students open their eyes, they must try to discover which object is missing.

7. The first person who identifies the missing object may hold the object and tell one thing about it.

8. If the game is played at least three times, all of the facts given during the group report should be repeated during this listening activity.

Class Chairperson

Skills

- Talks in front of audiences with sufficient volume, vocal variety, and vocal expression.

- Uses oral English suitable for age and situation.

- Gives clear directions.

Directions

1. Each week, student is selected by rotation to be class chairperson. Chairperson is responsible for the daily class meetings. These meetings include calling roll, taking lunch count, choosing someone to change the weather chart and calendar, and leading the flag salute. Chairperson also conducts the daily sessions of News (Monday), Science (Tuesday), Book Reports (Wednesday), Riddles (Thursday), and Show and Tell (Friday).

2. Class meeting is called to order by the chairperson who takes the lunch count.

3. Chairperson assigns one person to count the children and another person records the number.

4. The weather and calendar are completed and read by the class.

5. Chairperson takes attendance and reports absences to the teacher.

6. Chairperson leads class in the flag salute.

7. Chairperson conducts the daily class activity (for example the News) by calling on assigned students to report and asking for questions or comments following the reports. (A maximum of five reports a day should be scheduled.)

Listening to Comprehend

Skills

- Recalls details of oral messages.
- Recalls sequencing of oral messages.

Directions

(Activity may be adapted to any unit being taught.)

1. Before a trip to the zoo, students choose five zoo animals about which they want to learn more.
2. The teacher researches the animal and presents the information to the class using visual aids.
3. A chart with simple sentences about the animal is prepared before the class. The chart might include the following:

   This is a big elephant.
   It is a big mammal.
   Elephants live in Asia.
   Elephants live in Africa.

4. As the talk is given, the sentences are read.
5. After the talk, the students tell what they have learned as well as share other facts about the elephant.
6. The new facts are written on the chart or the chalkboard.
7. Students are given a piece of story book paper to draw a picture of the animal.
8. Teacher goes to each student and writes three things the student recalls from the earlier discussion.
9. The student copies what the teacher has written in the space below.

A Bookavince

(Convince someone to read a book.)

Skills

- Talks in front of audiences with sufficient volume, vocal variety, and vocal expression.
- Uses oral English suitable for age and situation.
- Provides information with clear purpose, proper sequencing, and appropriate detail.

Directions

1. Students choose a day to report on a book read at home.

2. In the report, student must tell the name and author of the book, a summary of the story without telling the ending, why the book was liked, and why others might enjoy it.

3. At the conclusion of the report, the speaker asks who would like to read the book next.

4. After all students have reported for the day, the books are put on the chalkboard ledge so that later stories or pictures can be made about the books. Stories or pictures can be shared with the entire class or given to the speakers.

Twenty Questions

Skills

- Distinguishes between necessary and unnecessary information.
- Cooperates with others.
- Gains attention in socially acceptable ways.

Directions

1. Select a subject for the activity. (For example, punctuation, animals, foods, one of the five senses, or fairy tales.)

2. The teacher establishes the number of questions to be asked and the categories.

3. A student has a turn to ask a question and students should not speak when it is not their turn. If a student knows the answer, he/she can not say it until it is his/her turn.

Choral Speaking

Skills

- Talks in front of audiences with sufficient volume, vocal variety, and vocal expression.
- Reads aloud in front of audiences with sufficient volume, vocal clarity, and vocal expression.
- Cooperates with others.

Directions

1. Select a poem that can be adapted to choral speaking.
2. The students and teacher read the poem aloud and discuss its meaning as perceived by the students.
3. The class reads the poem aloud again and then decides whether some lines or verses should be read individually by boys or girls.
4. Students then can work in groups to practice (memorize the poem if short).
5. Within a short time, they return to the large group and put parts together.
6. They can perform the poem for parents or other classes.

The Number Chain

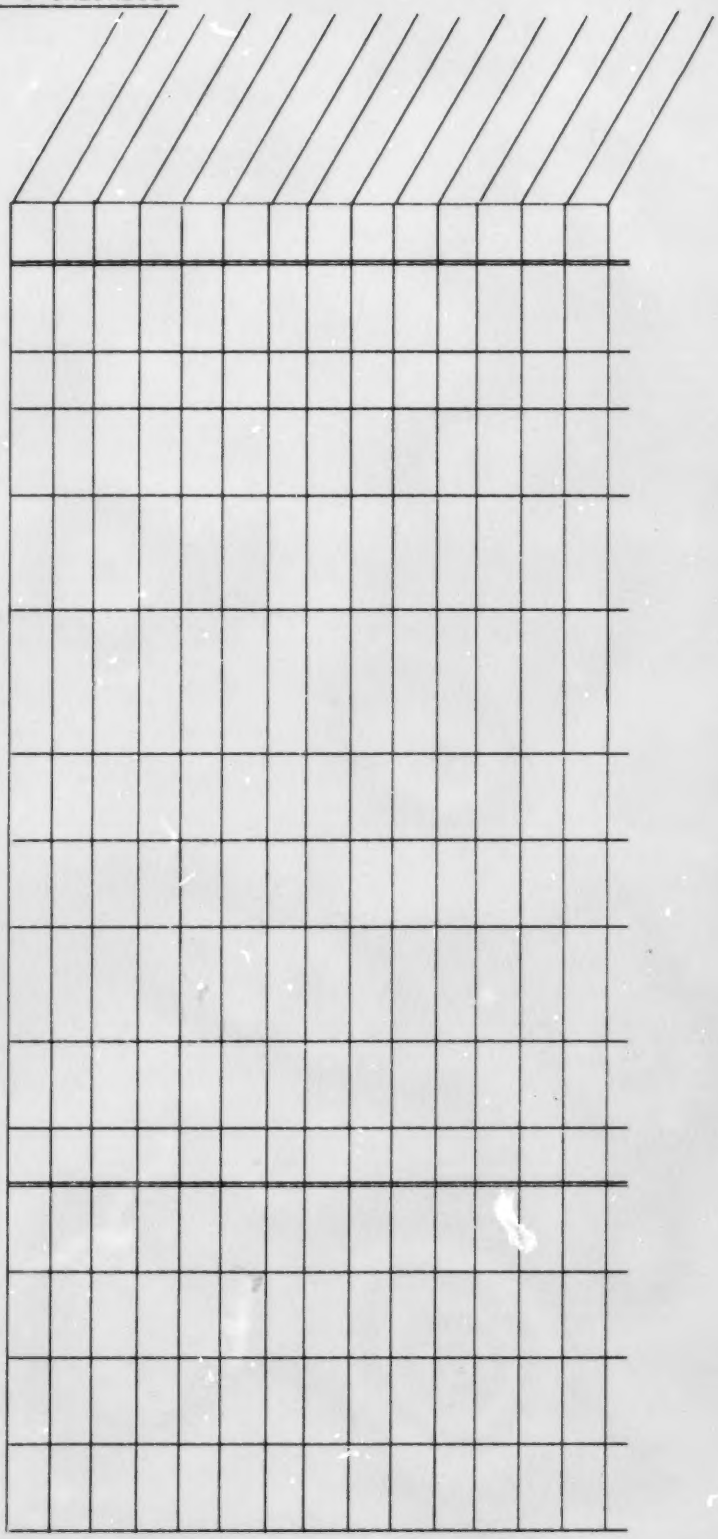
Skills

- Recalls details of oral messages.
- Recalls sequencing of oral messages.

Directions

1. First student says two numbers (8, 3).
2. Second student decides to add or subtract and gives the answer (subtract, 5).
3. Third student decides whether to add or subtract any number to the answer and then gives the new answer (add 4 = 9).
4. Fourth student decides whether to add or subtract any number to the answer and then gives the new answer (add 2 = 11).
5. Continue around the classroom until all students have had an opportunity to participate.
6. Have one student record all algorithms on the blackboard for seatwork later.

4 - 6 CHECKLIST



SPEAKING SKILLS:

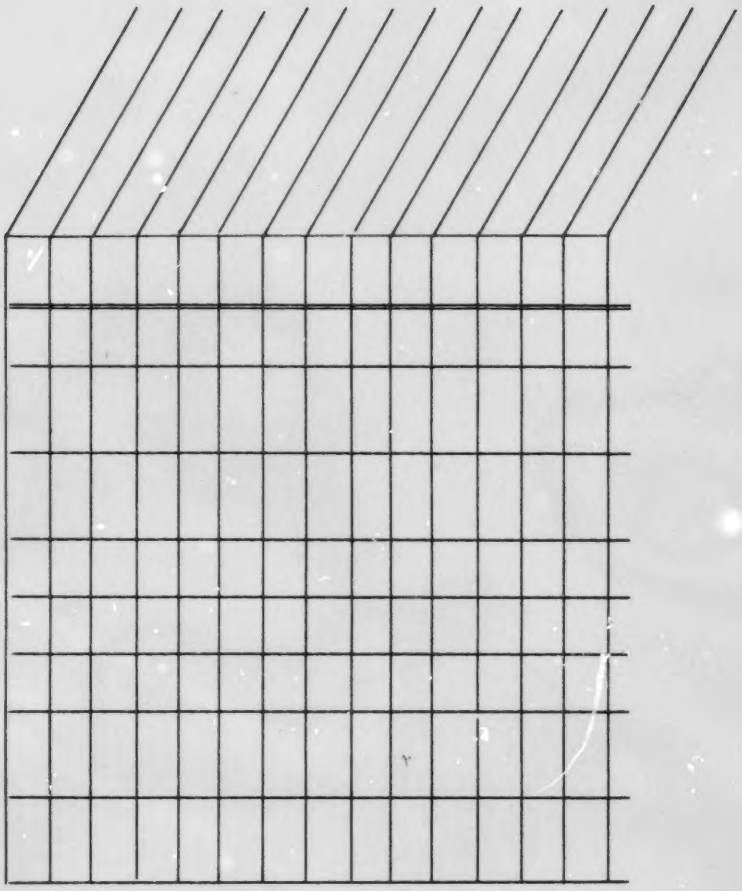
1. Participates in conversations willingly
2. Gives clear directions
3. Retells both sides of an issue
4. Reads aloud with sufficient volume, vocal clarity, and vocal expression
5. Talks in front of audiences with sufficient volume, clarity, and vocal expression
6. Uses oral English suitable for age and situation
7. Asks questions clearly to get needed information
8. Uses appropriate body movements, gestures, and eye contact
9. Uses clear and proper pronunciation

LISTENING SKILLS:

1. Recalls main ideas of oral messages
2. Recalls sequencing of oral messages
3. Distinguishes between facts and opinions
4. Gives appropriate feedback when listening

SOCIAL SKILLS:

1. Accepts criticism positively
2. Accepts compliments graciously
3. Gains attention in socially acceptable ways
4. Introduces people to others
5. Introduces self to others
6. Cooperates with others
7. Shows interest while listening
8. Avoids distracting listening behaviors



ORAL COMMUNICATION ACTIVITIES

GRADES 4 - 6

The Great Debate

Skills

- Participates in conversations willingly.
- Tells both sides of an issue.
- Talks in front of audiences with sufficient volume, vocal clarity, and vocal expression.
- Uses oral English suitable for age and situation.
- Asks clear questions to get needed information.
- Uses appropriate body movements, gestures, and eye contact when talking.
- Recalls main ideas.
- Distinguishes between facts and opinions.
- Gives feedback.

Directions

1. Present students with an issue of local, national, or global concern. Issue may originate from current news events or materials covered in social studies, science, or English. A filmstrip or film on a controversial issue may also be useful as an introduction.
2. Tell your students that they are the city council, Congress, U.N., or General Assembly debating the issue.
3. Assign a few students to be reporters for local papers or TV news networks. These students are responsible for reporting both sides of the issue at the end of the debate.
4. One of your students (or you) may serve as the chairperson in the debate, calling on speakers, etc.
5. The debate may start with formal "speeches," speakers presenting each side of the issue.
6. The group may be divided into committees to research factual information required in deciding the issue.

EXAMPLES

a. Should the city council permit the widget factory to purchase part of the local park and use it as a parking lot?

b. Should pollution standards for automobiles become stricter, significantly raising the price of cars?

c. Should a country (The Republic of OZ) be admitted to the UN although its despot leader, the Wizard of OZ, has been making war on his neighboring countries?

d. Should the rose or the daisy be declared the state flower?

How real and controversial an issue you choose depends on your class and your school system. For your convenience, a class list with skills listed in columns is provided in the Assessment Section.

Map Activity

(There are several parts to this activity which can last several days.)

Skills

- Gives clear directions.
- Talks in front of audiences with sufficient vocal clarity and vocal expressions.
- Uses oral English suitable for age and situation.
- Clearly asks questions to get needed information.
- Recalls sequencing of messages.

Directions for Part A

1. Give a copy of the map to each student in your class.
2. Draw a "path" on the map you keep.
3. Give directions to students to draw this "path" on their own maps, e.g., start at the library and go west two blocks, turn right in front of police station, go...etc.
4. Check students' listening skills by looking at their maps or by determining who arrived at the right destination.

Directions for Part B

1. Give the map with the path drawn in to one of your students and have the student give directions. Vary the path and call on several students.

2. Each student's "speaking score" is the percentage of classmates who arrived at the proper destination.

3. For variation, have students work in pairs. Give one student a map with a path and have the other student draw the path from the directions.

Directions for Part C

1. Draw an "X" on the map and identify it as a hospital (factory, store, etc.). also mark an ")" for place of origin.

2. Have students work in pairs or small groups.

3. One student in the pair or group does not have a map. He is told only to find out how to get to the hospital (or whatever).

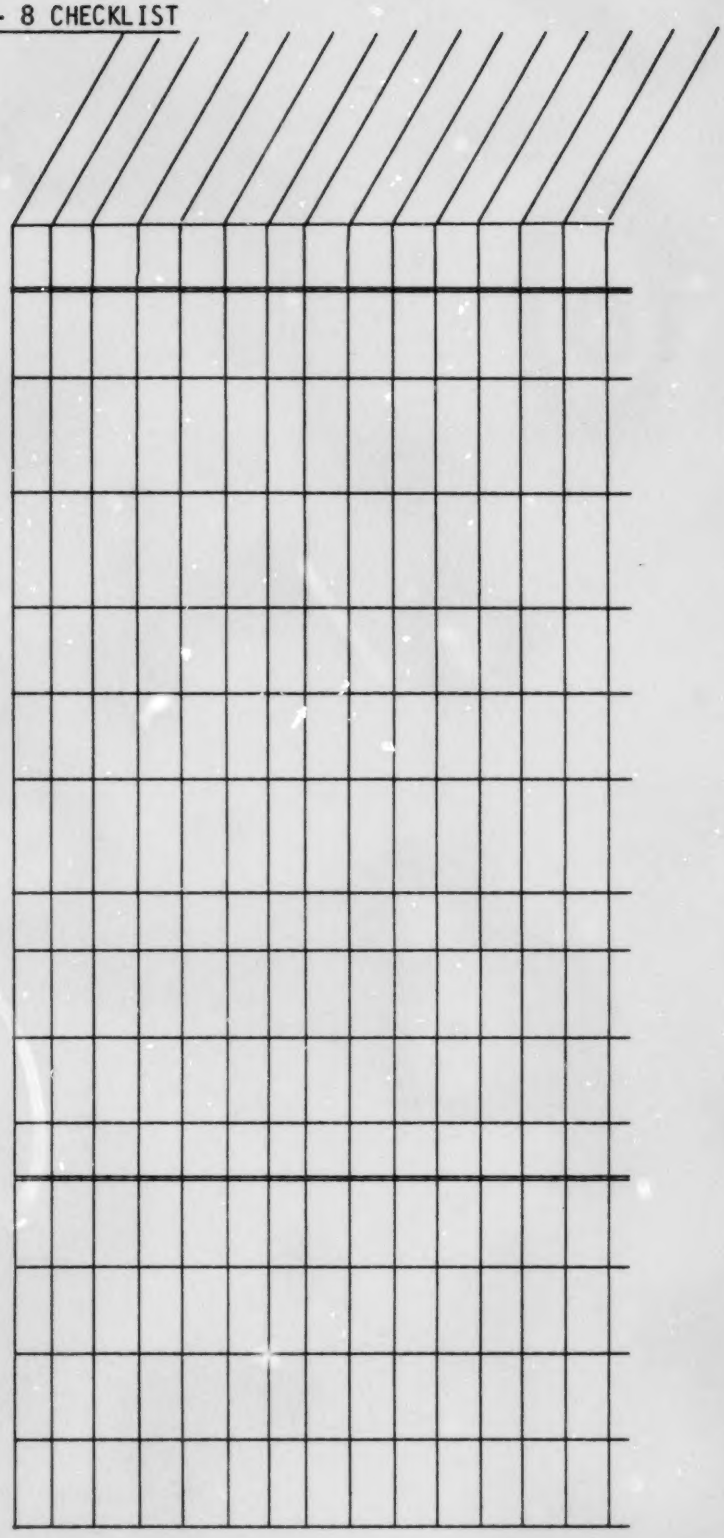
4. Students with maps give directions.

5. When the questioning student is reasonably sure of the directions, he is given a map on which only his origin is marked.

6. Remembering the sequence of directions, he is asked to locate his destination on the map.

7. For your convenience, a class list with skills listed in columns is provided in the Assessment Section. (See p. .)

7 - 8 CHECKLIST



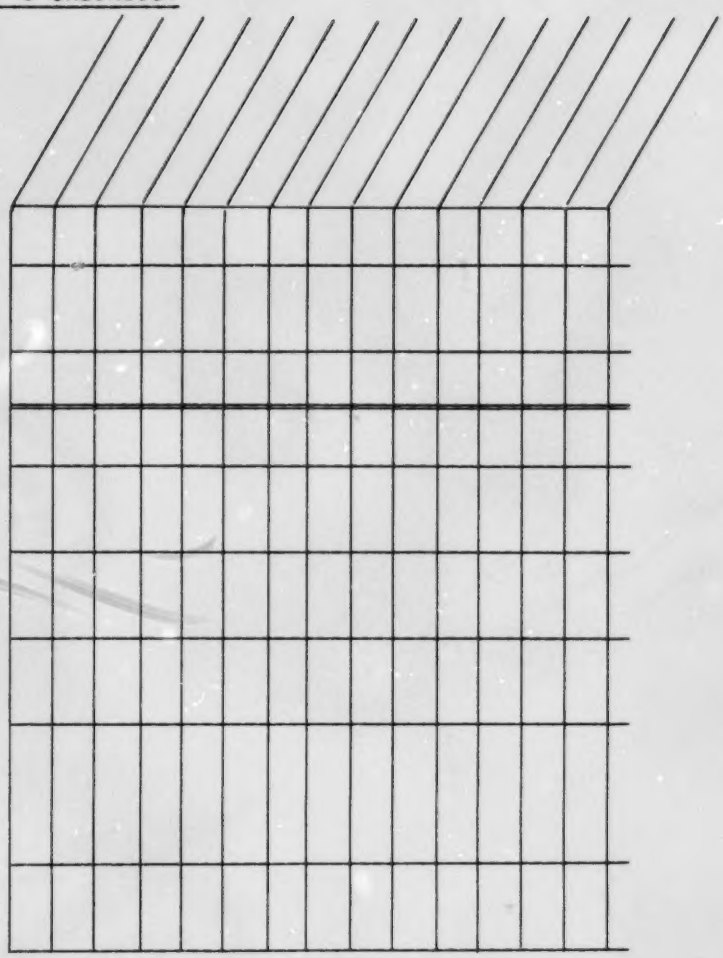
SPEAKING SKILLS:

1. Ask questions to get information
2. Organizes information with introduction, body, and conclusion
3. Uses a variety of print and nonprint sources to support ideas
4. Speaks with sufficient volume and vocal variety
5. Reads aloud with sufficient volume and vocal variety
6. Uses body movement, gestures, and eye contact to generate interest and enthusiasm
7. Restates main ideas
8. Participates constructively in conversations
9. Avoids distracting mannerisms

LISTENING SKILLS:

1. Recalls main ideas of oral messages
2. Recalls sequencing of oral messages
3. Recalls specific details of oral messages
4. Makes critical judgments as a media consumer

7 - 8 CHECKLIST



LISTENING SKILLS:

5. Gives appropriate feedback when listening

SOCIAL SKILLS:

1. Accepts criticism positively
2. Gains attention in socially acceptable ways
3. Cooperates with others in discussion groups
4. Initiates conversations with others
5. Shows interest while listening (gives eye contact, nods head, smiles, etc.)
6. Avoids distracting listening mannerisms

ORAL COMMUNICATION ACTIVITIES

GRADES 7 - 8

Speaking Professor for the Day

Skills

- Uses a variety of print and nonprint sources to support ideas.
- Speaks with sufficient volume and vocal variety.
- Uses body movement, gestures, and eye contact to generate interest and enthusiasm.
- Restates main ideas.

Directions

1. Throughout the year, assign each student to be "Speaking Professor for the Day."
2. On the assigned day, the student teaches the class by explaining a process used in the class. (Examples: how to solve an algebraic equation for one unknown; how to program the computer so the output is your name printed five times; how to find the direct object in a sentence; how to set up a microscope; how to make chocolate chip cookies; how to mix water colors to make brown; how the President of the U.S. is elected; how to skim read; how to operate a drill press; how man developed language.)
3. The student should be encouraged to use visual aids and to explain the process in clear terms and in proper sequence.
4. Students should be encouraged not to "parrot" the teacher or books, but to use his/her own originality in developing an explanation that would be interesting and easy for his/her classmates to remember.
5. A pointer may be provided for the "Speaking Professor" to aid in demonstration. A pointer can easily be made from a dowel rod. Paint the top a bright color or attach a rubber tip for safety.
6. See Assessment Section for recommended rating scale. (P. 37)

Listening Professor for the Day

Skills

- Recalls main ideas of oral messages.
- Recalls specific details of oral messages.
- Recalls sequencing of oral messages.

Directions

1. After the "Speaking Professor for the Day" has finished, ask a student to be "Listening Professor for the Day."
2. The student should retell as much of the demonstration as possible in proper sequence with appropriate details.
3. See Appendix for suggested assessment measure.

Small Group Discussion

Skills

- Asks questions to get information.
- Speaks with sufficient volume and vocal variety.
- Restates main ideas.
- Participates constructively in conversations.
- Recalls main ideas of oral messages.
- Makes critical judgments as a media consumer.
- Cooperates with others in discussion groups.
- Initiates conversations with others.

Directions

1. Ask the students to watch at least five T.V. commercials and make some observation notes about content and style of presentation.
2. Divide the class into small groups of approximately 5-7 students.

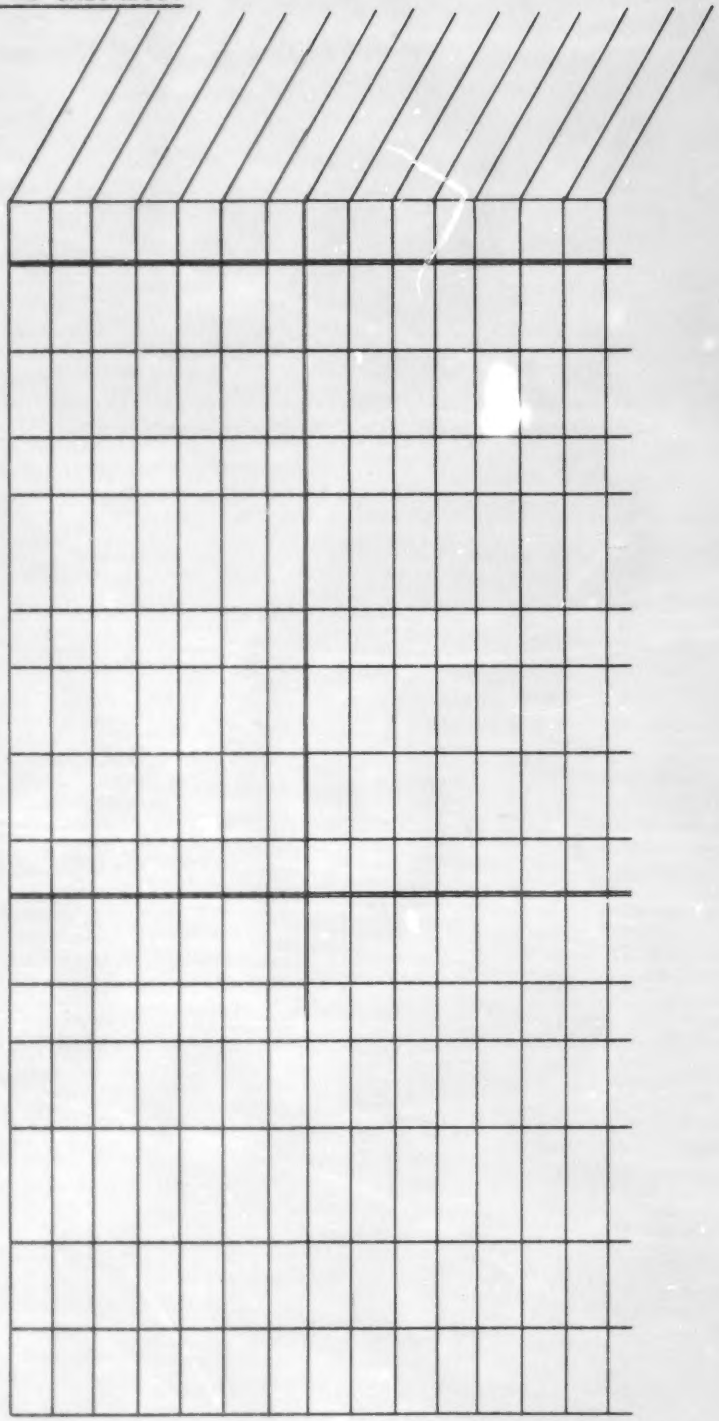
3. Each group discusses the topic in front of the room with the rest of class acting as observers.

4. The question to be discussed is "What makes a good T.V. commercial?"

5. The discussion assignment may be changed to fit the classroom situation. Examples: What product should we mass produce in shop class? What is the best way to memorize prepositions? What is the best way to get homework done? What is the best way to learn a vocabulary list? What is the best way to construct a triangle congruent to a given triangle? What type of band uniforms should we buy?

6. See Assessment Section for recommended rating scale. (P. 35)

9 - 12 CHECKLIST



SPEAKING SKILLS:

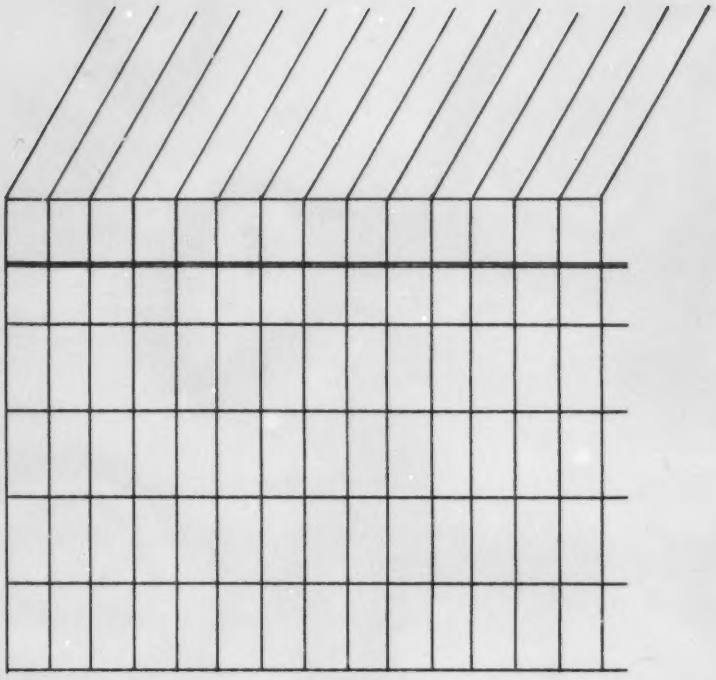
1. States ideas clearly to others
2. Adapts speaking to audience, situation, and time limits
3. Supports ideas with evidence
4. Uses voice and body movements in expressive ways as appropriate to situation
5. Asks appropriate questions
6. Communicates effectively in interviews
7. Makes effective formal presentations

LISTENING SKILLS:

1. Listens for specific purposes
2. Judges opposing arguments
3. Identifies weaknesses in arguments
4. Distinguishes among facts, observations, inferences, and judgments
5. Makes critical judgments as a media consumer
6. Gives appropriate feedback while listening

SOCIAL SKILLS:

1. Listens attentively
2. Gains attention in socially acceptable ways
3. Recognizes impact of non-verbal behaviors on others
4. Works effectively in discussion groups
5. Avoids distracting listening behaviors



SAMPLE ORAL COMMUNICATION ACTIVITIES

GRADES 9 - 12

Class Debate

Skills

- States ideas clearly.
- Uses supporting evidence.
- Makes effective formal presentations.
- Asks appropriate questions.
- Adapts to audience and time limits.
- Judges opposing arguments.
- Identifies weaknesses in arguments.
- Distinguishes among facts, observations, inferences, judgments.

Directions

1. Decide on topic relevant to the class:
   - Should the government support development of solar energy? (Science)
   - Should the driving age be raised to 18 years old? (Driver's Education)
   - Should the government support the candidacy of politicians for national office? (History, Political Science)
2. Select five students to be judges for the debate.
3. Divide the remaining students into two teams.
4. Each side presents a formal statement of its position. (three minutes)
5. Each side alternates allowing a one and one-half minute defense/rebuttal by two speakers.
6. Each side can ask the other team a specific question which they have then two minutes to answer.
7. Both teams meet for three minutes to evaluate strategy.

8. Each side alternates allowing one and one-half minute defense/rebuttal by two speakers.

9. Each side can ask the other team a specific question which they then have 2 minutes to answer.

10. Each side presents a one-minute summary/conclusion.

11. The judges keep track of the arguments pro/con and then meet as a group to decide on the winner.

12. Each time a team speaks, a different member should make the presentation, or ask the question. In this way 20 students will have a chance to participate (plus the five judges).

13. Class Debate Scheme

Team A: Formal Statement - 3 min.
Team B: Formal Statement - 3 min.

Team A: Defense/Rebuttal - 1 1/2 min.
Team B: Defense/Rebuttal - 1 1/2 min.
Team A: Defense/Rebuttal - 1 1/2 min.
Team B: Defense/Rebuttal - 1 1/2 min.

Team A: Question
Team B: Answer - 2 min.
Team B: Question
Team A: Answer - 2 min.

Two sides meet to discuss strategy - 3 min.

Team B: Defense/Rebuttal - 1 1/2 min.
Team A: Defense/Rebuttal - 1 1/2 min.
Team B: Defense/Rebuttal - 1 1/2 min.
Team A: Defense/Rebuttal - 1 1/2 min.

Team B: Question
Team A: Answer - 2 min.
Team A: Question
Team B: Answer - 2 min.

Team A: Summary - 1 min.
Team B: Summary - 1 min.

Total: 31 minutes

Fish Bowl

Skills

- States ideas clearly.
- Supports ideas with evidence.
- Judges opposing arguments.
- Identifies weaknesses in arguments.
- Listens attentively.
- Works effectively in discussion groups.

Directions

1. Decide on a topic for discussion that is somewhat controversial and appropriate to the specific class.
2. Arrange five chairs in the center of a larger circle.
3. Only the people in the center circle can discuss the topic, everyone else must remain silent.
4. If someone in the larger circle wishes to speak, she/he must tap the shoulder of an inner circle member and take that chair.
5. The discussion should continue for a set time period or until it is resolved to everyone's satisfaction.

School Radio Program

Skills

- Asks appropriate questions in clear, direct manner.
- Communicates effectively in interviews.
- Adapts to audience and time limits.

Directions

1. This project can be done in language arts, speech, business, social science classes, etc.
2. The program can include the following:
   - Interview an administrator on a special topic of concern.

- Spotlight a teacher.
- Interview a student government member.
- Record the school band playing the fight song.
- Spotlight one male and one female sports figure.
- Report on plays and other activities.
- "Club Corner"
- Music

3. Assemble the program on a standard tape recorder. The program can consist of both student reports and pretaped quotations from the interviewees.

4. See Assessment Section for recommended rating scale. (P. 34)

The final result of this exercise will be a 15-20-minute radio program that can be played in the cafeteria during lunch periods (weekly or biweekly).

What Is She/He Like?

Skills

- Distinguishes among facts, observations, inferences, and judgments.

Directions

1. Pick part of the biography of a famous person and read it to the class (Albert Schweitzer, Jane Addams, George Washington, Beethoven, Emily Dickinson, William Shakespeare).

2. Ask a series of questions about the person (either use a questionnaire or class discussion) such as:

   1) How much education did she/he have?

   2) How would this person have felt about....?

   3) Should this person have....?

3. Discuss the responses in terms of whether they are facts, observations, inferences, judgments.

   Fact = actual event, can be verified. "It took John 25 minutes to finish the test."

Observation = someone reporting about the event, it is from their point of view. "John finished the test quickly."

Inference = a conclusion about the unknown based on what is known. "John must have really studied for this test."

Judgment = conveys the reaction of the speaker to the situation. "John is very smart."

Weekly News Show

Skills

- States ideas clearly to others.
- Uses voice and body movements in expressive ways as appropriate to situation.
- Makes effective formal presentations.
- Listens for specific purposes.
- Distinguishes among facts, observations, inferences, and judgments.

Directions

1. Each week during the semester, a three-four-person news team works together to present 20-minute news shows in which they report the news of the past week. The topics might include international, national, local, or school news.
2. Each person researches newspapers, magazines, T.V. and radio news shows for information.
3. Students should be expected to include appropriate introductions and conclusions to the news show, transitions between each story, and general organization of news stories among the participants.
4. During the presentation, students also should be expected to use appropriate eye contact, read expressively, and dress and behave professionally.
5. If facilities are available, the news show can be videotaped and presented in class.
6. Following the news, an objective quiz can be given. The news reporters and the teacher write the quiz. News reporters grade the quizzes and submit the grades to the teacher.

Math Problem Solving

Skills

- Works effectively in discussion groups.

Directions

1. Instructor should divide the class into small groups of four-five students. Each group should have students who do well in math as well as those who need improvement.

2. Instructor should establish necessary guidelines for the group discussion. (For example, the length of the activity, being sure that no one group member solves the problem for the group, and the format for the discussion.)

3. As a group, students must work together to solve the problem one step at a time. The group can not move to the next step until all group members understand the previous step.

4. When all groups have finished the task, a spokesperson from the group explains the problem and the group's solution to the class. The solution can be explained using the chalkboard or the overhead projector. (If this assignment is done frequently, it is possible that all students will have a chance to explain the solution to word problems, and other oral communication skills can be assessed.)

(As an alternative assignment, students can be required to develop their own word problems for other groups to solve.)

ASSESSMENT INSTRUMENTS

In this section of the booklet, additional assessment techniques are presented. Because school districts may want to keep detailed records of a student's oral communication skills, more specific assessment measures were developed. These scales assess the following skills:

Listening

Interviewing

Small group discussion

Public speaking

The techniques represent different ways of assessing the oral skills. Any of them can be adapted to assess any of the other oral skills. These scales can be used alone or with the checklists described earlier.

CHECKLIST FOR LISTENING

✓ = Satisfactory

✓+ = Above Average

✓− = Needs Work

	Students' Names												
Remembered main points													
Remembered sequence													
Remembered some specific key words													
Remembered specific facts													

RATING SCALE FOR INTERVIEWING

(Scale: 1 = poor; 2 = fair; 3 = average; 4 = above average; 5 = excellent)

OPENING	Introduces self	1	2	3	4	5
	Establishes rapport	1	2	3	4	5
	Identifies purpose	1	2	3	4	5
BODY	Uses appropriate oral English	1	2	3	4	5
	Meets interview objectives	1	2	3	4	5
	Organizes the interview well	1	2	3	4	5
	Asks relevant questions and shows interest	1	2	3	4	5
	Appears comfortable	1	2	3	4	5
CLOSING	Summarizes the interview	1	2	3	4	5
	Ends the interview appropriately	1	2	3	4	5

CHECKLIST FOR SMALL GROUP DISCUSSION

✓ = Satisfactory

✓+ = Above Average

✓− = Needs Work

		Comments
1. Speaks loudly and clearly enough to be heard easily		
2. Introduces new ideas		
3. Uses reasoning and evidence to support ideas		
4. Asks questions to get information		
5. Summarizes when needed		
6. Tries to include others in the discussion		
7. Disagrees tactfully		
8. Listens to and follows the flow of conversation		

RATING SCALE FOR PUBLIC SPEAKING

DELIVERY

confident	5	4	3	2	1	anxious
audible	5	4	3	2	1	inaudible
animated	5	4	3	2	1	listless

LANGUAGE

fluent	5	4	3	2	1	nonfluent
vivid	5	4	3	2	1	sullen
appropriate	5	4	3	2	1	inappropriate

ORGANIZATION

clear	5	4	3	2	1	rambling
supporting evidence	5	4	3	2	1	no supporting evidence

PURPOSE

clear	5	4	3	2	1	uncertain
relevant information	5	4	3	2	1	irrelevant information

CHECKLIST FOR PUBLIC SPEAKING

✓ = Satisfactory

✓+ = Above Average

✓− = Needs Work

Gave points in order						
Was creative in presentation						
Used a visual aid						
Spoke clearly and loudly						
Spoke with good inflection and vocal clarity						
Used good eye contact						
Showed interest and enthusiasm by body movement and gesture						
Was free of nervous mannerisms						

SCORING SHEET FOR MAP ACTIVITY

Date(s) used: _____

Type of activities: _____

0 = inadequate
1 = needs work
2 = good
3 = excellent

	SPEAKING				LISTENING	
Student Name	Gives clear directions	Talks clearly in front of audiences	Uses English suitably	Asks questions clearly	Uses proper pronunciation	Recalls sequence of messages

SCORING SHEET FOR "THE GREAT DEBATE"

Date(s) used: _____

Type of activities: _____

0 = inadequate
1 = needs work
2 = good
3 = excellent

	SPEAKING							LISTENING	
Student Name	Participates in conversation	Tells both sides of an issue	Clearly talks in front of audience	Uses English suitably	Asks questions clearly	Uses good gestures	Recalls main ideas	Knows facts from opinions	Gives good feedback

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